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ABSTRACT

In 1984-85, the New York City Public Schools received $2,374,686 from the state legislature to operate the School Community Education Program (also known as the Umbrella Program). The program consisted of 46 different projects designed to provide innovative solutions to local educational and school problems. Thirteen of these projects, providing reading, mathematics, writing, and English instruction, are evaluated in this volume of a four-volume set. Each evaluation report describes the project briefly, identifies the evaluation methodology, presents the findings, and provides recommendations for improvement. Copies of program-developed assessment instruments are provided when appropriate. The projects evaluated in this volume are: (1) Project Turnabout (reading, elementary level); (2) the Harlem School-Community Tutorial Project (reading and mathematics, grades 2-12); (3) Project Tutoring: Walk and Talk (English as a second language, elementary); (4) the Improving Competency Skills Program (reading and mathematics, out-of-school high school students and adults); (5) the Parent-Teacher Teams Program (reading and mathematics instructional support skills, parents); (6) the Learning Mathematics through Art Project (mathematics, grades 3-4); (7) the Publishing Activity Center Program (career awareness, reading, and writing; elementary); (8) the Students-Parents as Partners Program (reading and mathematics, grades 3-6); (9) Project Second Chance (reading, grades 4-7); (10) the Media Resource Center Program (writing and speaking, grades 3-6); (11) the Promoting Experiences in Readiness Training Project (reading, grade 1); (12) Riverdale Preparatory Academy (enrichment and basic skills, grades 8-9); and (13) the Writing Improvement through Photography Program (writing, grades 4-6). (PGD)

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SCHOOL COMMUNITY EDUCATION PROGRAM

IN NEW YORK CITY
1984-85

VOLUME I

OEA Evaluation Report

EA 019 128

FINAL EVALUATION REPORT

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December, 1986

SCHOOL COMMUNITY EDUCATION PROGRAM

IN NEW YORK CITY
1984-85

VOLUME I

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INTRODUCTION

In 1984-85, the New York City Public Schools received $2,374,686 in funding from the New York State Legislature to operate the School Community Education Program (also known as the Umbrella Program). It consisted of 46 different projects designed to provide innovative solutions to local educational and school problems.

The program provided services to about 12,940 participants in the 32 Community School Districts. The majority of these participants (11,613) were elementary and high school pupils. In addition, 238 pre-school children, 929 teachers and supervisors, and 160 community adults took part in the Umbrella Program.

Evaluation reports are presented in four volumes. Volume I contains evaluations for 13 projects which provided reading, mathematics, writing and English instruction. Volume II includes evaluations for three computer literacy projects and four pre-kindergarten programs. Volume III contains evaluations for 13 projects on social, ethnic and environmental studies and instruction on communications and the arts. The remaining 13 projects, presented in volume IV, provided a variety of educational experiences to students, teachers and supervisors. Seven of these projects were designed for staff development training, two offered career orientation counseling, one provided parenting skills instruction to students with children and the other three projects sought to improve attendance, memory and health among participants.

Each report contains a brief project description, describes the evaluation methodology, presents the findings, provides recommendations for improvement and includes copies of program-developed assessment instruments. The reports are listed in order of budgeted function number in the Table of Contents.

TABLE OF CONTENTS

VOLUME I

Project	Title	Project Number
1	Project Turnabout	53403
2	Harlem-School Community Tutorial Project	53406
3	Tutoring: Walk and Talk Program	53409
4	Improving Competency Skills	53410
5	Parent-Teacher Teams Program	53412
6	Learning Mathematics Through Art	53417
7	Publishing Activity Center	53421
8	Students-Parents as Partners	53422
9	Project Second Chance	53430
10	Media Resource Center	53432
11	Promoting Experiences in Readiness Training (PERT)	53434
12	Riverdale Preparatory Academy	53439
13	Writing Improvement Through Photography	53445

#5001-48-53403

PROJECT TURNABOUT, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: David Leibowitz

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

Project Turnabout provides intensive reading instruction through the High Intensity Learning System (H.I.L.S.) and Video Graphics System Materials to pupils in grades one through six at PS 107, Queens. The program was designed to serve classes with children of diverse ability levels, with emphasis on grades three and four.

In 1984-85, nearly 150 pupils participated in Project Turnabout. Ninety third-graders, 20 fourth-graders, and 20 fifth-graders visited the High Intensity Resource Room two to three times per week. There they worked on individualized instructional assignments under the supervision of their classroom teacher and a trained paraprofessional. Nine sixth-graders were selected on the basis of interest and teacher recommendation to work with the paraprofessional on Video Graphics projects involving various language skills. In addition, nine first-graders were chosen to work with the paraprofessional on basic reading skills; of these, six were Limited English Proficient (L.E.P.).

The objective for 1984-85 was for 70 percent or more of the pupils to improve their reading comprehension, word knowledge, and word-attack skills as measured by their performance on a standardized test of reading achievement. The project was staffed by one paraprofessional and funded by the New York State Legislature for $25 thousand.

EVALUATION METHODOLOGY

Student scores on the Total Reading subtest of the Californian Achievement Test (C.A.T.) were analyzed to assess project impact. Scores obtained in April, 1984, prior to participation, were compared with those obtained in April, 1985. United States Department of Education, Model A, was used to determine project impact on student performance. Gains in mean normal curve equivalent (N.C.E.)* scores were interpreted as a measure of improvement in reading achievement.

FINDINGS

Pre- and posttest scores were available for 117 students (Table 1). In all grades, students achieved mean gains at posttest, ranging from two N.C.E.'s for grade four to seven N.C.E.'s for grade three, where the greatest number of students

*N.C.E. scores are similar to percentile ranks but, unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and a standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithmetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

TABLE 1

Students' Mean N.C.E. Scores On the Total Reading Subtest of the California Achievement Test, by Grade Project Turnabout, 1984-85

Grade	N	Mean N.C.E. Scores		
		Pretest (April, 84)	Posttest (April, 85)	Gain
3	79	66	73	7
4	13	50	52	2
5	19	48	52	4
6	69	61	67	6

- Students in all grade levels achieved mean posttest gains ranging from two to seven N.C.E.'s.
- Students beginning with the highest pretest scores made the greatest gains at posttest.

participated. All grades were near or above grade level (50 N.C.E.'s) at pretest. Grades three and six, with the highest pretest scores, made the greatest gains at posttest. Furthermore, the four N.C.E. gain by fifth-graders is especially notable because they had the lowest scores at pretest.

CONCLUSIONS AND RECOMMENDATIONS

Project Turnabout achieved its objective of improving students' scores on a standardized test of reading achievement. However, the decision to focus project activities on grade three should perhaps be reconsidered. Third-graders showed the highest reading achievement levels among the grades at pretest. Since students show a notable decrease in reading achievement from grades three to four and from grades four to five, it may be preferable in future years to include a greater number of fourth- and fifth-graders in the program. In addition, only nine sixth-graders appeared to be selected for participation in the Video Graphics component, although the project proposal stated that 50 students would participate. Further, pretest scores showed that the students chosen were far above grade level. In the future, project staff may wish to expand this component in line with the proposal and include students with a greater need to improve their reading skills. In addition, the program objective should be rewritten to include a quantifiable and pre-specified measure of project success (for example, pupils will gain at least five N.C.E.'s from pretest to posttest).

#5001-48-53406

HARLEM SCHOOL-COMMUNITY TUTORIAL PROJECT

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Edythe B. Edwards

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Harlem School-Community Tutorial Project provided intensive basic skills instruction in reading and mathematics to students in Community School District 5. Students in grades two through 12 in need of basic skill remediation, were selected on the basis of recommendations by school personnel and parents. Individual and small-group tutorials were held at two neighborhood community centers from 2:00 to 6:30 p.m. Students were expected to attend at least two 60-minute sessions per week.

In 1984-85, 182 students took part in the program, 120 in reading and 62 in mathematics. Of these, 125 began the program in September, 1984, and received 38 weeks of instruction; a second group of 57 students entered the program in January, 1985, and received 25 weeks of instruction.

The objective for 1984-85 was for 75 percent of the students, attending at least 75 percent of the sessions, to improve their performance in reading or mathematics as measured by standardized tests of achievement. The project was staffed by a program coordinator, ten teachers, and four educational

assistants. The New York State Legislature provided $48 thousand in funding for the project.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of student performance on the reading or mathematics subtests of the Metropolitan Achievement Test (M.A.T.) Students were administered the appropriate grade-level form as a pretest on entering the program in September or January. All students were posttested in June when program activities concluded. Raw test scores were converted to normal curve equivalent (N.C.E.)* scores, which express students' standing relative to a national norm.

Since there are no mid-year norms for the M.A.T., raw scores of students entering in January were converted to scaled scores. Pre- and posttest scaled scores were in turn converted to percentile rank for comparison purposes.

FINDINGS

All students participating in the program from September to June made mean gains on the reading or mathematics subtests (see Table 1). Mean gains ranged from five N.C.E.'s (grade ten) to 18

*N.C.E. scores are similar to percentile ranks but, unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and a standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithemetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

TABLE 1

Students' Mean N.C.E. Scores on the Mathematics and Reading Subtests of the Metropolitan Achievement Tests, by Grade Harlem School Community Tutorial Project, September 1984-June 1985

Grade	N	Test	Mean N.C.E. Pretest	Mean N.C.E. Posttest	Mean N.C.E. Gain
3	12	Reading	40	52	12
4	14	Reading	36	44	8
5	16	Reading	37	45	18
	5	Mathematics	49	60	11
6	11	Reading	32	45	13
	5	Mathematics	50	59	9
7	8	Reading	33	44	11
	6	Mathematics	34	43	9
8	11	Reading	28	39	11
	17	Mathematics	35	41	6
9	3	Reading	10	28	18
	3	Mathematics	44	62	18
10	4	Reading	45	50	5
11	1	Reading	35	53	10

- Students on all grade levels achieved posttest gains in mean N.C.E. scores.
- Mean posttest gains in Reading ranged from a low of 5 to a high of 12 N.C.E.'s.
- Mean posttest gains in Mathematics ranged from a low of 9 to a high of 18 N.C.E. points.

N.C.E.'s (grades five, nine, and eleven). As a result, third-, tenth-, and eleventh-grade students were reading at grade level (50 N.C.E.'s) at posttest; and fifth-, sixth-, and ninth-graders were above grade level in mathematics at posttest. Although students in the other grades remained below grade level, their gains were large.

All students participating from January to June made mean gains in scaled scores from pre- to posttest. These gains ranged from 45 to 121 scaled score units in reading and from 35 to 122 scaled score units in mathematics (See Table 2). The percentile rank equivalents show most third-, fourth-, fifth-, and sixth-graders were performing at or above grade level in mathematics, and fifth-graders were reading on grade level at posttest. The remaining 33 of the 54 students were still performing far below grade level.

CONCLUSIONS AND RECOMMENDATIONS

The findings indicate that students improved their performance in reading or mathematics as measured by the M.A.T. However, since the students also received instruction in reading and mathematics during their regular school day, these gains cannot be attributed solely to the project. Since the pre- and posttests were administered as part of the program, a control group was not available. Thus, project staff should rewrite the project objective, giving quantitative criteria for success that exceed by a specified amount the average gains made in District 5 on comparable tests of achievement for each grade.

TABLE 2

Students' Mean Scale Scores and Percentile Ranks
on the Mathematics and Reading Subtests
of the Metropolitan Achievement Test, by Grade
Harlem School Community Tutorial Project
January - June 1985

Grade	N	Test	Mean Pretest		Mean Postest		Scaled Score Gain
			Scaled Score	Percent-ile Rank	Scaled Score	Percent-ile Rank	
2	4	Reading	470	14	591	36	121
3	3	Mathematics	518	44	560	46	42
4	7	Reading	599	18	662	34	63
	3	Mathematics	551	38	673	74	122
5	6	Reading	680	38	725	54	45
	4	Mathematics	624	48	703	66	79
6	5	Reading	657	18	709	38	52
	5	Mathematics	622	28	718	60	96
7	13	Reading	644	12	708	30	64
	4	Mathematics	652	32	687	32	35

- Students on all grade levels made mean scaled score gains from pretest to posttest.
- Mean scaled score gains ranged from 45 to 121 in reading and from 35 to 122 in mathematics.
- At posttest, fifth-graders were reading at grade level; third-graders were at grade level in mathematics, and and fourth-, fifth-, and sixth-graders were above grade level in mathematics.

#5001-48-53409

TUTORING: WALK AND TALK PROGRAM, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: David Fong

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

Project Tutoring: Walk and Talk provides individualized and small-group instruction in English as a Second Language to elementary school pupils in Community School District 2. Approximately 200 pupils in grades one through six took part in the after-school program during 1984-85. The students are recent immigrants to the United States from China and Southeast Asia. "Walk and Talk" field trips are used to acquaint them with the city and encourage them to speak English.

In 1984-85, 203 pupils from three elementary schools took part in project activities. They were selected on the basis of teacher recommendation and scores on the Language Assessment Battery(LAB). Students in grades one through four attended two-hour sessions three times a week; fifth- and sixth- graders attended twice a week. Project activities included an orientation to American culture, individual and group work, assistance with homework, and "Walk and Talk" trips.

The goal for 1984-85 was for 80 percent of the participants to improve their language skills as measured by their performance on standardized tests of language achievement. The project was staffed by a coordinator, seven teachers, ten educational assistants, ten student aides, and a family worker. It received $41 thousand in funding from the New York State Legislature.

EVALUATION METHODOLOGY

Project impact was assessed by analyses of students' scores on standardized tests of language ability given on a pre- and posttest basis at the beginning and end of the program. First-grade pupils were administered the language section of the Test of Basic Experience (TOBE). Second- through sixth-graders were tested with the Word Reading, Reading Comprehension, Vocabulary, and Listening subtests of the Stanford Achievement Test (S.A.T.), Primary 1, Form E.

FINDINGS

Pre- and posttest scores were available for 190 pupils (See Table 1). Student gains are reported in raw score form only because the tests are not normed for use with English as a Second Language students. Total scores combining the four subtests of the S.A.T. are reported for second- through sixth-graders.

First-graders gained four raw score points on the TOBE from pretest to posttest, for a gain of 15 percent. Second- through sixth-graders gained an average of 48 raw score points or 35 percent on the S.A.T. Sixth-graders made the greatest gains, 57

TABLE 1

Mean Student Gains on Standardized Tests of Language Achievement, by Grade Tutoring: Walk and Talk Program, 1984-85

		Mean Scores					
		Pretest		Posttest			
Grade	N	Raw Score	%	Raw Score	%	Gain	%
1[a]	31	10	38%	14	55%	4	15%
2[b]	23	32	23	74	53	42	30
3	35	27	20	76	55	49	35
4	34	23	16	71	51	48	35
5	25	53	38	88	63	35	25
6	42	34	25	91	66	57	41
Gr. 2-6	159	33	24%	81	58%	48	35%
TOTAL	190						

[a] Grade one: Test of Basic Experience (Language subtest); perfect raw score = 26.

[b] Grades two - six: Stanford Achievement Test, Primary 1 (Word Reading, Reading Comprehension, Vocabulary, and Listening subtests); perfect raw score = 139.

- All grades showed mean gains in raw scores from pretest to posttest.
- Sixth-graders showed the greatest improvement from pretest to posttest.
- The amount of improvement increased from grade to grade, except for fifth-graders who scored highest at pretest.

raw score points or 41 percent, and achieved the highest posttest score. Fifth-graders made the smallest gains, but started the program with the highest scores, outstripping even the sixth-graders at pretest. The amount of improvement increased from grade to grade, except for fifth graders who scored highest at pretest.

CONCLUSIONS AND RECOMMENDATIONS

Project Tutoring: Walk and Talk achieved its aim of improving student performance on tests of language achievement. This finding must be interpreted with caution, however. The participating pupils also received instruction in English in their regular classes, so that improvement in language ability cannot be solely attributed to the program. Further, the tests used to assess performance were not intended to be used with this population. If an instrument is not available to assess the particular language needs of bilingual students, it is recommended that project staff develop one. Lastly, a specific quantitative measure of program success should be given (for example, 80 percent of the pupils will improve their performance by 30 percent on a project-developed test of language achievement).

#5001-48-53410

IMPROVING COMPETENCY SKILLS, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Judith Murphy

Prepared by:
Office of Educational Evaluation
New York City Public Schools

PROGRAM DESCRIPTION

The Improving Competency Skills (I.C.S.) Program is designed to provide instruction in basic reading and mathematics skills to out-of-school high school students and adults to prepare them for passing the General Educational Development (G.E.D.) Test and the Civil Service Exams. In addition, the program offers a tutorial program in mathematics skills to high school students to prepare them for the Regents Competency Test (R.C.T.). In 1984-85, a total of 135 individuals participated in the I.C.S. Program. The majority of them were adults.

PROGRAM OBJECTIVE

The objective of the program was that at least 70 percent of the participants, involved in the program for at least 40 sessions, would achieve a gain on the G.E.D. Diagnostic Practice Test.

POPULATION SERVED

In 1984-85, a total of 113 adults and 22 high school students participated in the program. Adults were chosen among

those who needed to develop their skills in reading and/or mathematics. High school students, from grades nine to 12, were recommended for participation in the program by school teachers, counselors, and parents. Those individuals showing the greatest educational need were given priority in placement.

PROGRAM ORGANIZATION AND FUNDING

The I.C.S. project staff consisted of five teachers and one supervisor. The New York State Legislature contributed $18 thousand to fund the program. Classes for both adults and high school participants were provided for a period of 32 weeks from October to May. Classes for adults were held at the Theodore Roosevelt High School and at the Bronx Center for Progressive Services. Adult participants attended evening classes two nights a week for three-hour sessions. High school students attended two-hour sessions, meeting two days a week after regular school hours.

Teachers used a diagnostic-prescriptive approach to identify deficiencies in reading and mathematics and to tailor instruction to the participants' individual needs. To facilitate individualized instruction, sessions had less than 20 participants.

The I.C.S. curriculum consisted of mathematics concepts, arithmetic operations and computer-based instructional activities. It also focused on reading comprehension, vocabulary development and word usage skills. Classroom materials included education kits, G.E.D. texts, and duplicating materials.

EVALUATION METHODOLOGY

The evaluation of the program was based on the analysis of pre- and posttest raw scores. Two tests were used to evaluate the participants' progress in the program: adult participants were administered the entire Diagnostic Test for G.E.D. instruction; high school students were given the 25-item Diagnostic G.E.D. test in mathematics.

FINDINGS

Only four high school students, out of the initial 22 participants, took the pretest and the posttest of the Mathematics subtest of the G.E.D. Eight students dropped-out of the program; ten were admitted after the project had started and were not administered the G.E.D. pretest. Since available complete test scores only represent 18 percent of the student population, these data are not representative and could not be used for evaluation purposes.

Ten adult participants passed the G.E.D. test, representing close to nine percent of the total population. They are not included in the following analyses. Pretest and posttest scores on the entire G.E.D. were submitted for 103 adults. Mean pretest score was 58 (37 percent correct responses) and mean posttest score was 93 (60 percent correct responses). The difference between pretest and posttest scores shows a gain of 22 percent (See Table 1). About 90 percent of the participants achieved gains between pre- and posttest. These gains ranged between one and 30 correct responses on each of the G.E.D. subtests.

TABLE 1

[a]
Participants' Mean Scores on the G.E.D. Practice Test, by Site
Improving Competency Skills Project, 1984-85

Site	N	Pretest Raw Score	Pretest % Correct	Posttest Raw Score	Posttest % Correct	Percent Gain
Theo Roosevelt	85	52	34%	92	59%	25%
Bronx Center for Progressive Services	18	64	41	94	61	20
TOTAL	103	58	37	93	60	22

[a] Perfect Raw Score = 155

- Participants at both sites achieved posttest gains.
- Overall mean gain was 22 percent.

CONCLUSION AND RECOMMENDATIONS

The evaluation findings indicate that the Improving Competency Skills Program met its objective; adult participants achieved a mean gain of 22 percent. In addition, about 90 percent of these participants achieved raw score gains on all subtests. However, this finding should be interpreted with some caution due to the wide-range in gains (from one to over 20 raw score points). This problem could be resolved if, in the future, project staff set a quantifiable measure of growth (for example, that 75 percent of the participants will gain at least 20 percent from pretest to posttest on the G.E.D. Practice Test). In addition, efforts should be made to keep high school students for the duration of the program. Since 50 percent of these students dropped-out of the program, it also seems important for the staff to determine the reasons for dropping out.

#5001-48-53412

PARENT-TEACHER TEAMS PROGRAM, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Gil Turchin

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Parent-Teacher Teams Program is designed to help parents of students, with low scores in reading and mathematics, support their children's classroom instruction. A secondary goal of the project is to establish a positive working relationship between parents and teachers for the benefit of students.

PROGRAM OBJECTIVE

The program objective specified that parents would improve their relationship with the school which was measured by a program-developed assessment survey.

POPULATION SERVED

The selection of participants was based on student achievement outcomes on standardized tests and on teachers' recommendations. Priority in placement was given to the parents of students with low scores on the Reading and Mathematics subtests of the California Achievement Test, and to those parents showing little or no involvement in their children's education. In 1984-85, the program served the parents of 45 children at P.S. 87 and P.S. 166, Community School District 3.

PROGRAM ORGANIZATION AND FUNDING

Program staff consisted of two family assistants, who worked at each school under the supervision of the school principals. The family assistants were trained by District 3 resource staff. The New York State Legislature provided $35 thousand to fund the program.

Project staff conducted bi-weekly workshops for the parents and visited their homes to acquaint them with instructional methodologies and materials which they could use at home to assist their child's progress in the classroom. In addition, parents and students were encouraged to participate in the free and/or inexpensive cultural activities available in the District 3 community.

EVALUATION METHODOLOGY AND FINDINGS

The 1984-85 evaluation of the Parent Teacher Teams Program involved the analysis of parent outcomes on the program-developed assessment survey (see Appendix A). It was administered at the conclusion of the workshops. Survey outcomes for April, 1985 were compared to April, 1984 outcomes to determine whether the parents showed an improvement in their relationship with the school.

Findings

Complete survey data were submitted for 25 participants. The rest of them had not completed a one-year cycle in the program and were tested only once. Table 1 shows the results of

TABLE 1

[a]
Parents' Mean Raw Scores for April, 1984 and April, 1985
Parent Assessment Survey
arent-Teacher Teams Program, 1984-85

Year	N	Mean Raw Score	Gain
1984		3.3	
	25		1.1
1985		4.4	

[a] Total Raw Score = 10

- Participants showed an overall gain of 1.1 raw score points.

this survey. Overall mean raw score for 1984 was 3.3 points; mean raw score for 1985 was 4.4, showing an increase of 1.1 points.

CONCLUSIONS AND RECOMMENDATIONS

Parent survey data indicate that the project was successful as it achieved its objective. Parent outcomes increased in 1985 as compared to 1984 outcomes. However, it is difficult to assess the impact of the project as the gain was small. Although the survey was administered to all participants, only the performance of those who completed a one-year cycle could be assessed. In addition, the objective of the program does not specify a quantitative gain expected from participants.

On the basis of the evaluation findings, the following recommendations are made:

- Efforts should be made to revise the test schedule. It could be administered as a pretest and posttest at the beginning and the end of the school year.
- Student test outcomes on the Reading and Mathematics subtests of the California Achievement Test could be considered as additional evaluation measures.
- The program objective should specify a quantitative gain of at least five points between the pre- and the posttest.

APPENDIX A

PARENT TEACHER TEAMS PROGRAM
PARENT ASSESSMENT SURVEY

1. I feel that the parent training was

   Very Worthwhile Worthwhile A waste of time

2. I know the rights and responsibilities of parents

   Much More More A little more The same

3. I know about the various programs taking place in my child's school

   Much more More A little more The same

4. I visit my child's school

   Much more More A little more The same

5. I attend parents meetings

   Much more More A little more The same

6. I know how well my child is doing in the different subject areas, such as reading and mathematics

   Much more More A little more The same

7. I feel more comfortable talking with teachers and other people at school

   Much more More A little more The same

8. I understand more about the things my child is learning

   Much more More A little more The same

9. I know how to help my child with his/her homework

   Much more More A little more The same

10. I will volunteer to help in my child's school

    Much more More A little more The same

#5001-48-53417

LEARNING MATHEMATICS THROUGH ART, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Rose English

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Learning Mathematics through Art Project provides instruction in mathematics concepts through the visual arts to elementary school pupils at P.S. 327 in Community School District 23. Arts activities were designed to improve pupils' mathematics skills in four areas: measurement, identification of geometric properties, reading charts and graphs, and problem solving. Students worked on projects such as three-dimensional charts and graphs and mathematics-based sculptures.

In 1984-85, 145 pupils in grades three and four took part in the project. They were selected on the basis of their ability in art and upon the recommendation of teachers or the school principal. Participants attended project classes during regular school hours, one period a week, for 38 weeks.

The objective for 1984-85 was for 80 percent of the participants to improve their mathematics skills through art instruction as measured by their scores on a project-developed test of mathematics achievement. The project was staffed by one art teacher, who was assisted by a paraprofessional. The project

received $16 thousand in funding from the New York State Legislature.

EVALUATION METHODOLOGY

Project impact was assessed by analysis of students' scores on a program-developed test (see Appendix A). The test was administered as a pretest and posttest in September, 1984, and May, 1985. The perfect raw score on the test was 30.

FINDINGS

Pre- and posttest scores were reported for 138 students (see Table 1). Students in grades three and four made mean gains of 46 and 41 percent, respectively. All students but one made gains from pretest to posttest. Pretest scores, however, were very low, and even with the gains neither class achieved mastery of 70 percent of the items.

CONCLUSIONS AND RECOMMENDATIONS

Although the Learning Mathematics through Art Project achieved its objective of improving students' performance in mathematics, as measured by a project-developed test, this finding should be interpreted with some caution. Pre- and posttest scores suggest that the test may be too difficult for these students. Previous evaluation reports reveal that the same test is given to students in grades five and six with additional questions. Project staff should review the test to determine its difficulty. A revised version should perhaps be designed for the lower grades. In addition, a quantifiable measure of

TABLE 1

[a]
Students' Mean Scores On a Program-Developed Test, by Grade
Learning Mathematics Through Art, 1984-85

		Pretest		Posttest		
Grade	N	Raw Score	% Of Score	Raw Score	% Of Score	% Gain
3	83	2	7%	16	53%	46%
4	55	8	26	20	67	41
TOTAL	138	4	13	18	60	47

[a] Perfect Raw Score = 30

- Students on both grades achieved posttest gains of at least 41 percent.
- Pretest scores, especially for third-graders, were low.

of achievement should be included in future project objectives (for example, 80 percent of the participants will master 70 percent of the items at posttest).

P.S. 327K

LEARNING MATHEMATICS THROUGH ART AND CREATIVE WRITING

Name _____ Date _____

Grade _____

Circle the right answer to each question. Grade 4 should complete questions 1-30; Grade 5, questions 1-45 and Grade 6, questions 1-57. Don't worry if you don't know all the answers. Just do your best!

1. Which shape is symmetrical? a) b) c) d)

2. Which shape is symmetrical? a) b) c) d)

3. Which shape is symmetrical? a) b) c) d)

4. A square can be folded into: a) a circle, b) a sphere, c) a cone, d) a cylinder

5. A square can be folded into: a) any shape, b) a parabola, c) a cone, d) 2 rectangles

6. A square can be folded into: a) a sphere, b) a pyramid, c) a ball, d) two triangles

7. A cube has: a) 3 sides, b) 1 side, c) 8 sides, d) 6 sides

8. Each face of a cube is a: a) circle, b) triangle, c) pyramid, d) square

9. A cube has: a) 2 angles, b) 3 spheres, c) 5 sides, d) depth

10. A cone is made from: a) a part of a rectangle, b) a part of a square, c) a part of a book, d) a part of a circle

11. A cone is: a) a plane figure, b) a tall figure, c) a short shape, d) a solid figure

12. A cylinder can be made from a: a) sphere, b) circle, c) cone, d) square

13. A cylinder can be made from a: a) sphere, b) cone, c) pyramid, d) rectangle

14. A cylinder can: a) grow, b) be split into 2 pyramids, c) be split into 2 circles, d) be rolled

15. A cone reminds you of: a) motion, b) minus, c) time, d) ice cream

16. A pyramid's base is: a) round, b) long, c) solid, d) square

17. A pyramid's sides are: a) short, b) rectangular, c) circular, d) triangular

18. A pyramid has: a) 3 sides, b) 4 sides, c) 2 sides, d) 5 sides

19. Which set of lines are parallel? a) b) c) d)

20. Which set of lines are parallel? a) b) c) d)

21. Which set of lines are parallel? a) b) c) d)

(TEST CONTINUED)

22. The tool below is used to measure: a) feet, b) yards, c) centimeters, d) inches

23. The tool above can be used to: a) draw circles, b) draw spheres, c) count money, d) draw parallel lines

24. The shorter lines on the tool above show: a) feet, b) parallel lines, c) shapes, d) half-inches

25. Which of the shapes below was drawn with a ruler?

a) b) c) d)

26. Which of the shapes below was drawn with a ruler?

a) b) c) d)

27. Which of the shapes below was drawn with a ruler?

a) b) c) d)

28. Farmer Brown has 172 apple trees. He plants another 86 apple trees. How many apple trees does he have altogether?
a) 172, b) 186, c) 285, d) 258

29. Farmer Brown has 325 sheep. He bought 78 more. How many sheep does he have altogether?
a) 325, b) 378, c) 247, d) 403

30. Farmer Brown has 96 orange treets and 126 peach trees. How many does he have altogether?
a) 126, b) 96, c) 196, d) 222

Grade 4 stop here!

31. The number -4 tells you to move a) 4 units up, b) 4 units north, c) 5 units in any direction, d) 4 units to the left

32. The number +4 tells you to move a) 4 units down, b) 4 units south, c) 5 units in any direction, d) 4 units to the right

33. the number +3 can be found a) on a square, b) in a division example, c) at an origin, d) on an axis

(TEST CONTINUED)

Answer the following questions using the axes below:

34. If you move +6 units on the X axis and then -4 units you would be at:
a) +3, b) -2, c) +5, d) +2

35. If you move +7 units on the X axis and then -7 units you would be at:
a) +3, b) +1, c) -1, d) 0

36. If you move +3 units on the X axis and then +3 units more you are at:
a) +7, b) 0, c) -1, d) +6

37. On the y axis you move: a) 3 units in any direction, b) only horizontally, c) in a circle, d) only up and down

38. If you move +5 units on the y axis and then -7 units you are at: a) +4, b) 0, c) +5, d) -2

39. If you move -5 units and then +5 units you are at: a) +1 units, b) 0 units, c) 7 units, d) -1 unit

40. Farmer Brown has 248 sheep. The Department of Agriculture declared 59 sick and they had to be killed. How many sheep can Farmer Brown sell?
a) 248, b) 307, c) 259, d) 189

(TEST CONTINUED)

41. Farmer Brown has 243 orange trees, 37 were killed by frost, how many remain? a) 280, b) 243, c) 237, d) 206

42. Farmer Brown has 420 cows. If 53 are sold, how many remain on the farm? a) 420, b) 453, c) 473, d) 267

43. If you move +3 units on the y axis and -4 units on the X axis you would write a) (-1), b) (3,4), c) (3,-4), d) (-4,3)

44. If you move -4 units on the X axis and 0 units on the y axis then you are at: a) (-4), b) (o,4), c) (0,0), d) (-4,0)

45. If you are told to move +3 units on the y axis and +5 units on the X axis you are at: a) (3,5), b) (-3, -5), c) (-5,-3), d) (5,3)

Answer the questions below based upon the chart above on the heights and weights of buildings. (Hint: Since buildings are made of different materials and have different depth, the tallest may not be the heaviest). The weight of the building is given by the number in the center of the building's base.

46. The heaviest building is: a) widest, b) thinest, c) first, d) last

47. The tallest building is: a) square, b) heaviest, c) weighs 3 tons, d) second

48. Building number 1 is: a) heaviest, b) tallest, c) widest, d) weights 2000 tons

5th Grade Students Stop Here

(TEST CONTINUED)

All questions below refer to the diagram of Main Street church above.

49. Main Street Church is: a) 26' wide, b) 3 1/2" wide, c) 24 1/2' wide, d) 21' wide

50. Main Street Church is at least: a) 21' high, b) 17 1/2' high, c) 35' high, d) 28' high

51. The side towers of the church are: a) 5' tall, b) 15' tall, c) 28' tall d) 24 1/2' tall

52. The front windows over the door are about: a) 1" high, b) 7' high, c) 3 1/2' high, 2 1/3' high

53. The front doord of the church are about: a) 1" high, b) 7' high, c) 3 1/2' high, 2 1/3' high

54. All the front door together are about: a) 2" long, b) 3 1/2' long, c) 1 3/4' long, d) 7' long

55. The center tower is about: a) 28' long, b) 2 1/2" long, c) 7' long d) 14' long

56. Each side tower is: a) 1" wide, b) 1' wide, c) 7' wide, d) 3 1/2' wide

57. Each window is about: a) 1/2" wide, b) 3 1/2' wide, c) 14' wide, d) 1 3/4' wide

(TEST CONTINUED)

58. Could a door 3 feet wide be put on each side tower? a) maybe, b) only in the center, c) yes, d) no

59. Could a circular window 4' wide be installed on each side tower? a) maybe, b) only in the center, c) yes, d) no

60. Could the center window be increased in width by 7'? a) maybe, b) only vertically, c) no, d) yes

#5001-48-53421

PUBLISHING ACTIVITY CENTER, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Herbert Siegel

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Publishing Activity Center Program is designed to foster career awareness among students and to develop their reading and writing skills. In 1979, the project was validated as an Exemplary Project by the State Education Department.

The program serves kindergarten through sixth grade students in selected school districts. Participants, representing a cross-section of the student body of each district, are chosen by professional staff and school principals. Each site determines the appropriate sampling methods and techniques to select participating students.

In 1984-85, the program served a total of 3,750 elementary school students in kindergarten through sixth-grade in Community School Districts (C.S.D.'s) 18, 20, and 22. Activities included instruction in the use of a variety of publishing machines and procedures, an introduction to careers in which publishing skills are necessary, and motivational activities designed to increase students' reading and writing skills.

Publishing Activity centers were established at 25 schools. Each center was equipped with a binding machine and typewriters. Project staff, consisting of six paraprofessionals worked at each school site under the supervision of a licensed teacher. Scheduling and contact hours were determined by the teachers and principal at each school. The program coordinator was responsible for school and staff assignments, the implementation of program objectives, and evaluation activities. The New York State Legislature contributed $85 thousand to fund the program.

PROGRAM OBJECTIVES

The objective for 1984-85 was that participants would demonstrate an increase in reading and writing motivation, as measured by a program-developed survey and test which were administered at the beginning and end of the project.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of student outcomes on two evaluation instruments.

One instrument required the classroom teacher to rate each participant's motivation for reading and writing (see Appendix A). For each student, ratings were solicited on six items: three items focused on interest in independent reading, reading the work of peers, and participation in the P.A.C. program; remaining items concerned participation in reading and writing lessons, use of publications to build reading and writing comprehension skills, and improved language skills. Teachers responded on a

responded on a seven-point scale, ranging from one (unsatisfactory) to seven (outstanding). Ratings on the six items were added to yield a total score for each child's reading and writing motivation. Potential scores ranged from six to 42. Individual scores were added and divided by the number of participants within each grade to yield a mean score for that grade. Overall means (combining the results of participants in all grades) were computed in a similar manner.

The other instrument was designed to assess student's knowledge of publishing equipment, production processes, and awareness of careers in publishing. The test consisted of 20 multiple choice items; potential scores ranged from zero to 20 (see Appendix B). The test was administered and scored by project paraprofessionals. Mean scores were computed for each grade and for all participants, across grades.

FINDINGS

Teachers' ratings of reading and writing motivation were submitted for a random sample of participants in grades two through six (see Table 1). The first two columns of Table 1 give a breakdown by grade of student ratings. The range of possible ratings was from six (unsatisfactory in all areas) to 42 (outstanding in all areas). Mean pretest ratings for each grade ranged from 14 to 18, with a mean of 16.6. Mean posttest ratings ranged from 23 to 33, with a mean of 28.8. Pre- to posttest gains ranged from eight to 17 points, with a mean of 12.5.

TABLE 1

[a]
Mean Ratings of Students on a Program-Developed Reading and Writing Motivation Survey Publishing Activity Center, 1984-85

Grade	N	Mean Ratings		
		Pretest	Posttest	Gain
2	30	18	26	8
3	96	17	31	14
4	84	16	33	17
5	105	18	31	13
6	46	14	23	9
TOTAL	361	16.6	28.8	12.5

[a] Perfect Rating = 42.

- Overall mean gain was 12.5 points.
- Teacher ratings of students reading and writing motivation improved over the course of the year in which they participated in the program.

Scores on the test designed to assess knowledge of materials, processes, and roles in publishing were submitted for a random sample of 373 participants in grades two through six. A breakdown by-grade is given in Table 2. A maximum of 20 points could be scored on this test. Mean pretest scores for each grade ranged from six to nine with a mean of 7.6. Mean posttest scores ranged from nine to 15, with a mean of 11.4. Pre- to posttest gains ranged from one to eight points, with a mean of 3.8 points.

CONCLUSIONS AND RECOMMENDATIONS

Analysis of student outcomes showed that the Publishing Activity Center Program was successful in achieving its objective of increasing students reading and writing motivation.

The results obtained by both assessment instruments indicate the greatest improvement for participants in grade four. This suggests the particular appropriateness of the program for fourth graders. Consideration should be given to extending availability of this program to a greater number of fourth grade classes. Along similar lines, sixth-grade participants achieved the most modest gains as measured by both instruments. This was not attributable to high initial scores, which would restrict the possibility of improvement. The appropriateness of the program's activities for this grade level should be re-examined. Pertinent information bearing upon this issue might include both teacher appraisals of appropriateness to grade-level and a survey of student perceptions of appropriateness and interest.

TABLE 2
[a]
Students' Mean Scores on a Program-Developed Test
Publishing Activity Center, 1984-85

		Pretest		Posttest			
Grade	N	Score	%Correct	Score	%Correct	Gain	%Gain
2	30	6	30%	11	55%	5	22%
3	100	8	39	10	50	2	11
4	89	7	34	15	77	8	43
5	107	9	46	12	58	3	12
6	47	8	39	9	46	1	7
TOTAL	373	7.6	37.6	11.4	57.2	3.8	19

[a] Perfect Score = 20.

- Mean pre- to posttest gains of 3.8 points were achieved.
- Students knowledge of publishing materials and activities improved over the course of the year in which they participated in the program.
- Improvement of scores of fourth graders, especially, and also second graders, was notable.

As currently formulated, several modifications in the evaluation process are necessary. Most importantly, a complete set of data, reflecting all participants in the program, should be supplied to the Office of Educational Assessment. This should include the number of participants at each grade-level, as well as pre- and posttest results. Among the gaps in reportage in the current assessment, no data has been provided for participants in kindergarten and first grade. If existing instruments are inappropriate for assessing these students, new instruments should be developed to assess the program's impact upon these students.

Another general recommendation concerns specific criteria for assessment of program participation. Since the same instrument is used for all grades, specific criteria for improved performance should be specified for each grade.

Several general weaknesses in the evaluation process may be cited. Both instruments employed were developed by the program, jeopardizing the independence of the evaluation. Furthermore, the validity of the instruments bears scrutiny.

Teacher appraisals are pertinent, but may be influenced by classroom activities entirely independent of the program, the teacher's increased familiarity with the student over the course of the school year, or the students' general development (cognitive and social-motivational) during the school year. To help alleviate these criticisms, scores on a standardized reading test may be appropriate. Such a test is typically scored using a

corrective factor to separate educational effects from the effects of general development. Furthermore, such a test provides a direct measure of student performance.

The assumption underlying usage of the test designed to assess particular knowledge about publishing may be examined. First, students could be expected to have little familiarity with this body of knowledge prior to program participation. Nonetheless, results indicate relatively modest gains (except for grades two and four) in attainment of this particular body of knowledge. This raises the question of appropriateness of the test for capturing what students actually learned from their participation in the program. Conceivably, students had little interest in learning particular details of production not directly related to activities they engaged in themselves. Inclusion of additional items pertinent to the general goal of improving career awareness might more accurately assess what students have actually learned. Such items might focus upon understanding of working with others toward a common goal, the interdependence of various jobs, and related notions of responsibility (e.g., If one person doesn't do his/her job, can another person procede with her/his job?). This type of knowledge has more general significance than the particularistic knowledge currently assessed.

CAREER AWARENESS PROGRAM PRE-TEST 1984-85

FUNCTION #5001- 53421

DATE _____

READING & WRITING PUPIL MOTIVATION SURVEY

Pupil _____

School _____

Grade _____ Teacher _____

(check one)

Before participating in the Career Awareness Program, did the pupil:

	OUTSTANDING	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	UNSATISFACTORY
1. Actively participate in reading & writing lessons							
2. Show interest in reading their peer's work							
3. Show interest in independent reading							
4. Use publications to build reading & writing comprehension skills							
5. Increase his/her language skills (sentence structure, spelling, reading fluency in the quality of their classroom and homework written assignments)							
6. Show interest in participating in the "Hands-On" Publishing Activity Program							

CAREER AWARENESS PROGRAM POST TEST 1984-85

FUNCTION #5001- 53421

DATE _____

READING & WRITING PUPIL MOTIVATION SURVEY

Pupil _____

School _____

Grade _____ Teacher _____

(check one)

As a result of the Career Awareness Program, did the pupil:

	OUTSTANDING	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	UNDATISFACTORY
1. Actively participate in reading & writing lessons							
2. Show interest in reading their peer's work							
3. Show interest in independent reading							
4. Use publications to build reading & writing comprehension skills							
5. Increase his/her language skills (sentence structure, spelling, reading fluency in the quality of their classroom and homework written assignments)							
6. Show interest in participating in the "Hands-On" Publishing Activity Program							

ELEMENTARY SCHOOL CAREER AWARENESS PUBLISHING ACTIVITY CENTER
Pre- and Posttest

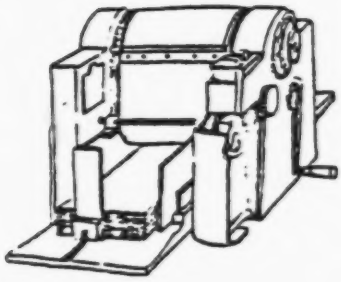
1984-85

Name _____ Date _____

School _____ Grade _____

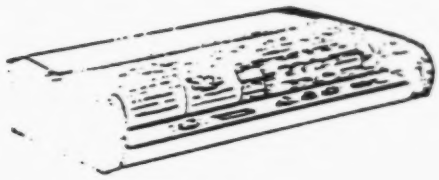
Circle the correct answer to these questions. There is only one correct answer to each question. Don't be worried if you don't know all the answers - just do your best!

THESE ARE MACHINES WE USE IN THE PUBLISHING ACTIVITY CENTER. CAN YOU NAME THEM?

1. 

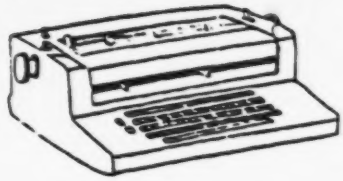
This machine makes many copies.

This is a A) stencil maker B) washing machine C) mimeo . D) Varityper

2. 

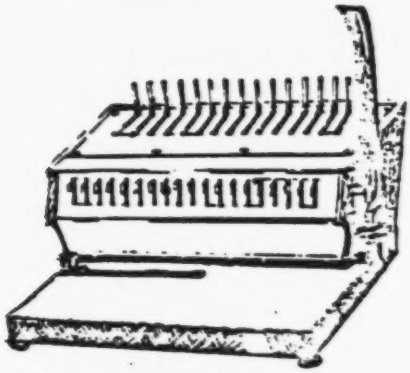
This machine makes one stencil from the original.

This is a A) stencil maker B) binder C) proof-press D) radio

3. 

We can use this machine to write when we don't want to use a pencil.

This is a A) line-o-scribe B) calculator C) offset press D) typewriter

4. 

This piece of equipment keeps all of your pages together.

This is a A) piano B) binder C) cash register D) typewriter

5.

This piece of equipment is used to make signs, headlines, and nameplates.

This is a A) offset press B) scrabble board C) line-o-scribe D) platen press

HOW DO WE USE OUR MACHINES?

6. Can you mix different sizes of type in one line when you use a line-o-scribe?

A) yes B) sometimes C) never D) every other time

7. If a stencil is not put on the stencil maker tightly, what will happen?

A) burn marks B) double image C) torn stencil D) falls out

8. Do the holes at the top of the stencil fit the notches on the mimeo machine?

A) every other time B) sometimes C) yes D) never

9. How do you set the mimeo for 15 copies?

A) [1][5][0] B) [0][1][5] C) [0][5][1] D) [1][0][5]

10. How many papers do you put in the binder to cut holes?

A) 1-10 B) 12-20 C) 20 or more D) 0

MATERIAL WE USE IN OUR PUBLISHING ACTIVITY CENTER

11. In our publishing activity center, we use_____to prepare our layout sheet.

A) rubber cement B) Elmer's glue C) Crazy glue D) scotch tape

12. In our center, we use___to make corrections on our writings and drawings.

A) correction fluid B) Crazy glue C) Wite-out D) masking tape

13. In our center, we use___to take out lines and dots from stencils.

A) correction fluid B) glue C) Wite-out D) erasers

14. In our center, we use___to cut our stories, artwork and headlines before the layout and paste-up.

A) scissors B) knives C) paper-cutters D) razor blades

15. In our center, we go over all materials that we will copy with____.

A) pencils B) pens C) magic markers D) chalk

HERE ARE SOME CAREER QUESTIONS

16. I seek out the news story wherever I go,
so that everyone is in the know.

WHO AM I?

A) a reporter B) an editor C) a proofreader D) a publisher

17. My hands are always full of ink.
The noise I create could make you blink.

WHO AM I?

A) a newscaster B) an astronaut C) a printer D) a publisher

18. I deliver newspapers all over town.
In all kinds of weather, I'm always around.

WHO AM I?

A) a secretary B) a printer C) a newsboy D) a shop teacher

19. Any misspelled words create a fuss,
so correcting them is always a must.

WHO AM I?

A) an editor B) a newscaster C) a proofreader D) a milkman

20. I group the pages together so that,
the reader knows where they are at.

WHO AM I?

A) a collator B) a reporter C) a printer D) a newscaster

#5001-48-53422

STUDENTS-PARENTS AS PARTNERS, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Program Coordinator: Carmen Hardy

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Students-Parents as Partners Program provides after-school instruction in reading and mathematics to pupils in grades three through six at P.S. 54 in Community School District 13. Students receive individualized or small-group instruction using a diagnostic-prescriptive approach in two-hour sessions twice a week. A second component of the project trains parent volunteers as tutors in English as a Second Language (E.S.L.) classes.

In 1984-85, 78 pupils took part in the program. Pupils were selected for participation on the basis of their need for additional instruction as determined by their school records and teacher observation. Third and fourth graders attended two-hour sessions twice weekly for 31 weeks, and fifth and sixth grader attended twice weekly for 32 weeks. In addition, five parents were trained to assist in project activities as tutors in E.S.L. classes.

The objective for 1984-85 was to improve students' performance in mathematics and language arts. Specifically, 75 percent of the participants were to demonstrate improvement, as measured

by their pre- and posttest scores on project-developed tests of reading and mathematics achievement. The project was staffed by two teachers, a parent program assistant, and two educational assistants. It received $23 thousand in funding from the New York State Legislature.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of student performance on project-developed tests of reading and mathematics. Two forms were prepared for each test: one for third and fourth graders (Appendix A) and one for fifth and sixth graders (Appendix B). The tests were administered on a pre- and posttest basis in October, 1984, and May, 1985.

FINDINGS

Pre- and posttest scores were available for 64 students. Mean gains in reading were computed for each grade (see Table 1). All students made gains, with over half gaining 20 percent or less from pretest to posttest. Sixth graders made the greatest improvement, and third graders slightly out-performed fourth graders. In mathematics, the gains were greater (see Table 2). Three-quarters of all students gained 21 to 40 percent on the posttest. Again, the upper grades made the greatest gains. In general, although all students showed improvement in both reading and mathematics, they began with lower pretest scores in mathematics and subsequently made greater gains in that area.

TABLE 1

Students' Mean Gains on a Project-Developed Reading Test, by Grade[a] Students-Parents as Partners, 1984-85

		Mean Gains			
Grade	N	0-20%	21-40%	41-60%	61 + %
3	12	8 (67%)	3 (25%)	1 (8%)	-
4	14	10 (71)	3 (21)	1 (7)	-
5	15	9 (60)	5 (33)	-	1 (7)
6	23	9 (39)	12 (52)	2 (9)	-
TOTAL	64	36 (56)	23 (36)	4 (6)	1 (2)

[a] Raw score = 25 (third and fourth grade)
26 (fifth and sixth grade)

- Over half of the participating pupils made gains of zero - 20 percent from pretest to posttest in reading.
- Sixth graders made the greatest gains, with a majority of the students gaining 21-40 percent.
- Third graders made slightly greater gains than fourth graders.

TABLE 2

Students' Mean Gains on a Project-Developed Mathematics Test, by Grade[a] Students-Parents as Partners, 1984-85

		Mean Gains			
Grade	N	0-20%	21-40%	41-60%	61+%
3	12	1 (8%)	8 (67%)	3 (25%)	-
4	14	4 (29)	9 (64)	-	1 (7)
5	15	2 (13)	12 (80)	1 (7)	-
6	23	3 (13)	19 (83)	1 (4)	-
TOTAL	64	10 (13)	48 (75)	5 (8)	1 (2)

[a] Raw score = 20

- Three-fourths of the participating students made gains of 21-40 percent from pretest to posttest in mathematics.
- Fifth and sixth graders performed slightly better than third and fourth graders.

CONCLUSIONS AND RECOMMENDATIONS

The findings indicate that the Students-Parents as Partners Program achieved its objective of improving student performance in reading and mathematics, as measured by project-developed tests. In the future, however, it is recommended that project administrators set a quantifiable measure of student improvement (for example, that 80 percent of the participants will gain at least 30 percent from pretest to posttest on project-developed tests of reading and mathematics). In addition, there does not appear to be a clear conceptual rationale for the second component of the project involving parents, since the project activities seem to be limited to reading and mathematics instruction. If such a rationale can be made, the project staff should design an evaluation objective to assess this component of the project.

STUDENTS-PARENTS AS PARTNERS
P.S. 54K
READING (Grades 3-4)

Name: _____ Date: _____

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1. The girl was mad at her brother. "You should not have played my new banjo." She said. "I wanted to try it out first, and I have not had time to use it yet." A good title for this story is:

   A) My Brother B) The New Banjo C) More Time for Him

2. The big gray whale cannot breathe under the water. She must come up to the top of the ocean for air. There, she uses the blow holes on her head. A good title for this story is:

   A) How Whales Breathe B) At the Top C) In the Ocean

3. A sad seal sat on the rocks. She wanted something to eat. "Come back into the water, a whale called to her." "I see many kinds of fish thay you would like." A good title for this story is:

   A) On the Rocks B) The Whale and the Seal C) Kinds of Fish

4. Sometimes my dog is bad. He tries to bite my fingers or my nose. I tell him to go play with another boy. A good title for this story is:

   A) Another B) My Bad Dog C) My Fingers

5. I saw a white bird flying high in the sky. I wanted to find out where he was going. I went after him. He led me all the way to the ocean. A good title for this story is:

   A) The Sky B) Flying C) The White Bird

6. He wants to put on his hat and walk out into the wind. What may happen to him? His hat may _____.

   A) Bow Down B) Brush Back C) Blow Away

7. I went sailing in the ocean. The waves splashed over the top of my sail boat. What happened to me? I got _____.

   A) Well B) Wet C) Yet

8. Our car is stuck in the snow. We must pull it off the road. What can we use? We can use a _____.

   A) Cook B) Hook C) Look

9. She does not want to have long hair. It always falls into her eyes. What should she do? She should _____.

   A) Cut It B) Stand Up C) Go There

10. My dog wants to eat. He does not have a knife. How can he cut his meat? He can use his _____.

    A) Hair B) Comb C) Teeth

11. The duck went to the lake. He wants to get wet. What will he do? He will _____.

    A) Sleep B) Eat C) Swim

12. The birds flew around their nest. At last, they became tired. What do you think they did then? They went to sleep in the _____.

    A) Church B) Nest C) Air

13. I have no time to sit. I have to talk. I have little time to eat. Do you know why? I am _____.

    A) Sleeping B) Quiet C) Busy

14. This movie is very bad. I do not like it at all. I will not sit through it again. Why not? I _____.

    A) Hate it B) Have them C) Want it

15. Audrey was always playing tricks on her brother, Sam. When he got up this moring, guess what he found under his pillow?

    A) a frog B) a sheet C) a blanket

16. "I can't hear the music on the radio with all that noise outside," Jane thought. So she went to the window and closed it. "No more car horns, trucks and bus motors, or people talking loudly. Now I can hear my music," she said.
    Where does Jane live?

    A) in the country B) in the city C) on a mountain

17. Thomas Jefferson was our third president. While he was in the White House, he had to give many dinners and parties. Jefferson's wife had died and he had no hostess. He turned to Dolly Madison, the wife of the Secretary of State, James Madison. She became the hostess. People from all over the world came to see the president. Dolly greeted them and gave parties that made her famous. When her husband James became president, Dolly continued to give her dinner parties. She set the style for the president's parties for a hundred years.
What do you understand from this paragraph?

A) Dolly Madison was a secretary.
B) She planned good parties.
C) Jefferson died in office.
D) Dolly liked to eat.

18. Nancy opened the front door, walked into the kitchen and put her bundles on the table. "Awfully quiet around here," she thought as she wiped the sweat from her face. "I wonder where Mike is?" She looked all over the house for him. In the bathroom, she saw a towel was missing. In the bedroom, she saw a drawer open. She looked into it and saw that Mike's bathing suit was not there.
Where was Mike?

A) He went to the office.
B) He went swimming.
B) Mike went on a trip.
C) Mike went to sleep.

OLD GLOVES AND NEW

19. I want to get rid of these old gloves. They are too old to keep. Time flies so fast that the gloves are too small for me now. If I could palm them off on my brother, I could get some new ones. But he'll go out of his head if he finds out how old they are. He'll be flying high if he thinks they are new. I know! I'll dye them bright colors. His eyes will pop with surprise and joy when he sees them.
Which idiom means that the boy would be very, very happy?

A) flying high B) get rid of C) find out D) how old

20. Which idiom means that the girl wants to get rid of the gloves?

A) palm off B) out of his head C) time flies D) took off

21. Which idiom means that the years have gone quickly?

A) flying high B) time flies C) eyes will pop D) out of his head

22. Which idiom means that the boy would be very upset?

A) took off B) flying high C) palm off D) out of his head

23. When the girl says that her brother's "eyes will pop," what does she mean.

A) his eyes will fall out of his head. B) He will choke.

C) He will look surprised. D) He will start crying.

24. We bumped into each other at the store means

A) We met each other. B) We hurt each other. C) We crashed.

D) We hit each other.

25. Don't horse around in school means

A) No horses in school B) Don't ride around school on a horse

C) Don't fool around in school D) No round horses are near school

STUDENTS-PARENTS AS PARTNERS
P.S. 54K
MATHEMATICS (Grades 3-4)

53422

Name: _____ Date: _____

73 14 _____ T C)60 E) NG 77 D) 61	② 29 +32 _____ a) 51 c) 57 E) NG b) 51 D) 61	③ 14+29 = □ a) 15 C)313 E) NG b) 43 D) 163	④ 452 +451 _____ a) 803 C) 001 E b) 903 D) 903
1478 +1229 _____ 2258 C) 490 E) NG 2910 D) 2700	⑥ 56 -12 _____ a) 48 c) 34 E) NG b) 44 D) 68	⑦ 72-19 = □ a) 52 C) 90 E) NG b) 62 D) 62	⑧ 783 -160 _____ a) 623 C) 943 E b) 620 D) 633
177-33 = □) 140 C) 147 E) NG) 84 D) 347	⑩ 402 -191 _____ a) 593 C) 291 E) NG b) 211 D) 391	⑪ 4 ones and 5 Tens = a) 9 c) 20 E) NG b) 54 D) 5	⑫ 3 ones 5 hundred 6 Tens = a) 17 C) 683 b) 356 D) 86
) seven thousand one hundred =) 7001 C) 70,100 E) NG) 7100 D) 7010	⑭ The greatest number shown by using the digits 1, 7, 3 only once each is _____	⑮ 32 Tens = _____	⑯ Peter has 43 cents. S. spends 8 ce How much do she have lef _____
⑰ Jim took 2 pencils from a box of 1 dozen. How many pencils were left?	⑱ Which of these numbers is the largest? a) 923 c) 941	⑲ Complete the Pattern 21, 24 —, 30 —	⑳ Complete Pattern 41, 39, —,

STUDENTS-PARENTS AS PARTNERS
P.S. 54K
READING (Grades 5-6)

Name: _____ Date: _____

Terry was not a dog who could pass up a free meal, especially a meal of freshly broiled hamburgers. Mr Frank had just cooked a dish of them for his guests. The hamburgers sat piled high on a platter on the dining room table. The guests were in the living room listening to tales of Terry's adventures. Terry was alone under the dining room table.

1. What probably happened next?

A) Terry jumped onto the table and ate the hamburgers.

B) All the people ate hamburgers except Terry.

C) Terry sat on a chair and waited to be fed.

D) Terry ate at a restaurant.

The next morning Susan waited and waited for Jamie to walk to school with her. Finally at a quarter after eight, she gave up. Susan ran down the street to meet Pam. By running almost the whole way, the two girls got to school on time. Jamie wasn't there. But then just as the last bell rang, Jamie rushed into the room and slid into her seat. It wasn't until recess that Susan had a chance to ask Jamie why she had been so late.

"I forgot my baseball glove," Jamie said. "I had to go all the way back home to get it. We only have four more days to practice before our big game with Mr. Shock's room." Pam joined them. "Why did you have to go home for your glove? Why couldn't you borrow somebody else's when it's your turn to catch?" "I'm the only one on the team that's left-handed," Jamie said, "I have to have my own glove. But it's getting worn out. It isn't much good anymore. I wish I could get a new one."

After lunch Miss Kirby sat down quietly at the desk and began marking papers. Susan raised her hand, but Miss Kirby didn't see it. Then she cleared her throat, shuffled her feet, and waved her hand wildly. Miss Kirby looked up. "Yes, Susan, what is it?" She said.

2. Pam and Susan ran all the way to school because

A) They were having a race. B) They didn't want to be late.

C) Some other children were chasing them.

D) They saw a sign that said, Don't Walk.

3. Which sentence tells that Jamie got to school just in time?

   A) Jamie rushed into the classroom just as the last bell rang.

   B) Jamie didn't get to school until recess.

   C) Jamie didn't have a chance to get into her seat.

   D) Jamie took her time walking to school.

4. When did Jamie explain to Susan why she didn't meet her to walk to school?

   A) after school was over for the day.

   B) the next morning

   C) at recess

   D) during the practice for the big game

5. Jamie is different from everyone else on the baseball team because

   A) she is able to run very fast

   B) she is the tallest person on the team

   C) she is the only person on the team who is left-handed

   D) she never goes to the practices or keeps training rules

6. According to the story, being left-handed makes it impossible for Jamie to _____.

   A) get to school on time

   B) practice for more one hour

   C) catch a ball

   D) borrow somebody else's baseball glove

7. Jamie would like to get a new baseball glove because _____

   A) hers is old and has been used a lot

   B) hers doesn't fit anymore

   C) hers was stolen

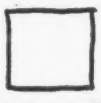
   D) hers is the wrong color

8. All the boys on the soccer team were more than 5'7" tall. Jason was on the soccer team. You can conclude that Jason was _____

   A) 6 feet tall B) a good soccer player C) not less than 5'7" tall

   D) still growing

9. If all round clocks were square and Peter made a round clock, what would it look like?

   A)  B) C) D)

10. The United States Senate has 100 seats. There is an equal number of seats for each of the 50 states. How would you figure out how many seats are assigned to each state?

    A) add B) subtract C) multiply D) divide

11. Miss Taffy brought a bag of candy to the Christmas party. There were 75 pieces of candy in the bag, and there were 25 people. If each person got an equal share of candy how would you figure out how many pieces of candy each person received?

    A) add B) subtract C) multiply D) divide

<u>The Eagle</u> by Alfred Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lovely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like at thunderbolt he falls.

12. An example of metaphor in this poem is;

    A) "in lovely lands" B) "crooked hands" "he stands"

    D) "close to the sun"

13. Two things compared in the metaphor above are:

    A) lovely lands with heaven B) the azure world with the sea

    C) the sun with the crag D) eagle claws with crooked hands

14. An example of simile in "The Eagle " is;

    A) "watches from mountain walls" B) "like a thunderbolt"

    C) "ringed with the azure world" D) "beneath him crawls"

15. The poet compares

A) the sea and something crawling B) the eagle and the sun falling

C) the sun and a person standing D) the world and mountain

All along the meadow where the cows grazed and the horses ran, there was and old stone wall. In that wall, not far from the barn and the granary, a chatty family of field mice had their home. But the farmers had moved away, the barn was abandoned, and the granary stood empty. And since winter was not far off, the little mice began to gather corn and nuts and wheat and straw. They all worked day and night.
All - except Frederick.

16. The best name for this story is

A) Summer Is Here B) Away All Boats C) In the City

D) Preparing for Winter

17. The mice lived in a(an)

A) automobile B) hole in the roof C) old stone wall

D) new house

18. In this story, the word gather means

A) cry B) to collect C) to fly D) sell

19. All the mice worked except

A) the old ones B) Frederick C) Alvin D) the farmers

20. In winter, the farm was probably a

A) lonely place B) health farm C) warm place D) fancy place

A Modern Dragon by Rowena Bastin Bennet

A train is a dragon that roars through the dark.
He wriggles his tail as he sends up a spark.
He pierces the night with his one yellow eye.
And all the earth trembles when he rushes by.

21. When the poet says "A train is a dragon that roars," she compares the

A) age of the two B) sounds made by a train and a dragon

C) smells of a train and a dragon D) feel of the two

22. The "yellow eye" of the dragon is the train's

A) caboose B) window C) wheel D) headlight

23. A few words in large print tell you something about the news story. This is called a _____.

A) dateline B) headline C) byline

24. You can find the correct page for an item in a newspaper in the _____.

A) index D) logo C) headline

25. A magazine published 12 times a year has a new issue every _____.

A) week B) month C) year

26. A magazine published 52 issues a year comes out every _____.

A) week B) month C) year

STUDENTS-PARENTS AS PARTNERS
P.S. 54K
MATHEMATICS (Grades 5-6)

Name: _____ Date: _____

① 8347 + 1960 a) 7,627 c) 7,944 e) NG b) 10,307 d) 9 12,107	② 8017 − 1623 a) 6,394 c) 7,615 e) NG b) 7,614 d) 9,740	③ 6347 × 6 a) 11,307 c) 10,307 e) NG b) 38,082 d) 6,353	④ 403 × 12 a) 4836 c) 415 e) 1 b) 4816 d) 4806
⑤ 837 × 112 a) 92,474 c) 949 e) NG b) 92,743 d) 93,744	⑥ 144 ÷ 2 = □ a) 288 c) 72 e) NG b) 146 d) 27	⑦ 81 ÷ 2 = □ a) 162 c) 41 R2 e) NG b) 9 d) 40 R1	⑧ 12⟌4836 a) 49 c) 403 e) b) 304 d) 710
⑨ $\frac{1}{8} + \frac{3}{8} =$ □ a) $\frac{4}{16}$ c) $\frac{1}{2}$ e) NG b) $\frac{2}{8}$ d) $\frac{4}{64}$	⑩ $14\frac{1}{2} + 3\frac{1}{4} =$ □ a) $17\frac{3}{4}$ c) $17\frac{3}{8}$ e) NG b) $17\frac{3}{6}$ d) $11\frac{1}{4}$	⑪ $8\frac{1}{2} - 3\frac{1}{4} =$ □ a) $5\frac{2}{6}$ c) $11\frac{1}{8}$ e) NG b) $11\frac{2}{6}$ d) $5\frac{1}{8}$	⑫ 1.4 × 1.9 a) 1.66 c) 16.6 b) 3.3 d) .33
⑬ 1.71 × .2 a) 243 c) 3.42 e) NG b) 1.79 d) 342	⑭ Eight thousand Twenty = a) 8000,20 c) 80020 b) 8020 d) 820 e) NG	⑮ Complete the Pattern 17, 29, —, —, —	⑯ Complete the Pattern 149, 1.39, —, —
⑰ John spends 39 cents. He gives the store owner $5.00. How much change does he get? _____	⑱ Peter has twenty dollars. His father gives him $100. How much money does he now have? _____	⑲ 12 ones 14 hundreds 9 Tens =	⑳ Which number the largest a) 8.34 c) .9171 b) 14 d) .00000

#5001-48-53430

PROJECT SECOND CHANCE, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Ira Clement

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

Project Second Chance provides remedial instruction in reading to fourth and seventh graders who are in danger of not being promoted to the next grade in Community School District 17. Pupils attend the two-hour after-school program three afternoons a week during a 25-week cycle. Project activities include diagnostic-prescriptive and computer-assisted instruction.

In 1984-85, 21 fourth graders from P.S. 249 and 30 seventh graders from I.S. 390 took part in the project. Pupils were selected for participation by their principals if they were in danger of not achieving the reading level required for promotion. The objective for 1984-85 was for 80 percent of the participants to increase their reading ability as measured by pre- and posttest scores on the city-wide test of reading achievement.

Project Second Chance was staffed by two regularly-assigned teachers from the participating schools and two paraprofessionals. The teachers were chosen because of their success in small-group reading instruction and were required to share information about the project with the pupils' classroom

teachers. Funding of $10 thousand was provided by the New York State Legislature.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of pupils' scores on the Total Reading subtest of the California Achievement Test (CAT). Students' scores from April, 1984, before project participation, were compared with scores from April, 1985. United States Department of Education Evaluation Model A was used to determine project impact on student achievement. Raw scores were converted to normal curve equivalent scores (N.C.E.s)*, which express student standing relative to a national norm. Mean N.C.E. gains from pretest to posttest are interpreted as a measure of the project's impact on student achievement.

FINDINGS

Pre- and posttest scores were available for 21 fourth graders and 28 seventh graders (see Table 1). Fourth graders scored at the 34th N.C.E. at pretest and the 38th N.C.E. at posttest, for a mean gain of four N.C.E.s. Seventh graders made larger gains. Their mean pretest score was 36 N.C.E.s and mean posttest score was 51 N.C.E.s for a substantial gain of 15

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*N.C.E. scores are similar to percentile ranks, but unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and a standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithmetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

TABLE 1

Students' Mean N.C.E. Scores on the Total Reading Subtest of the California Achievement Test, by School Project Second Chance, 1984-85

School	Grade	N	Mean N.C.E. Scores		
			Pretest	Posttest	Gain
			April, 1984	April, 1985	
P.S. 249	4	21	34	38	4
I.S. 390	7	28	36	51	15
TOTAL		49	35	45	10

- Students at both schools made mean N.C.E. gains ranging from four to 15 N.C.E.s.
- Seventh graders made exceptionally large mean gains which brought them to grade-level at posttest.

N.C.E.s, bringing them to grade-level at posttest. On the whole, all but four of the 49 participants, all fourth graders, made gains from pretest to posttest.

CONCLUSIONS AND RECOMMENDATIONS

Analysis of student scores on the Total Reading subtest of the California Achievement Test showed that Project Second Chance was successful in achieving its objective of improving reading achievement. Seventh-graders made especially notable gains of 15 N.C.E.s. In this regard, it is important that project administrators are careful to reject valid data in the future, since there is a possibility that these gains are inflated. In addition, future objectives should include a quantifiable measure of student inprovement (for example, participants will achieve a mean gain of at least five N.C.E.s).

#5001-48-53432

MEDIA RESOURCE CENTER, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Phyllis Gonon

Prepared by:
Office of educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Media Resource Center Program is designed to help school children, with difficulties in oral and written English expression, to improve their writing and speaking skills. Instruction incorporates the use of various media to promote awareness of the importance of the English language in everyday situations.

In 1984-85, 200 students, in grades three through six, in nine elementary schools, Community School District (C.S.D.) 18, participated in the program. Participants were recommended by teachers for inclusion in the program. Those students who demonstrated greatest need in the areas of oral and written English expression, and showed a low self-image and/or frequent absenteeism, were given priority in placement. At least 20 students from each school attended after-school program sessions. These met from 3 to 5 p.m., twice a week, during the course of the school year. Project activities focused on the production of student publications consisting of stories, poems, and interviews written by pupils. In the process, participants learned about planning, layout, printing and distribution. Project staff

consisted of nine teachers and one coordinator. The New York State Legislature contributed $21 thousand to the program.

The 1984-85 objective was for 80 percent of the students to improve their writing skills by the end of the project. Pupils' writing samples were rated with a program-developed skill performance checklist (see Appendix A).

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of student writing performance outcomes. Pupils writing samples were evaluated by their homeroom teachers using a twelve-item checklist of writing skills. Each skill was evaluated on a scale ranging from zero (unsatisfactory) to four (excellent). The perfect raw score was 48 units.

FINDINGS

Pre- and posttest scores were submitted for 200 students in nine schools. About 90 percent of the students improved posttest scores. Table 1 shows that students had a mean pretest rating of 23 (48 percent of highest possible rating) for a mean gain of 18 percent. The difference between schools of mean pre- and posttest ratings was considerable. Mean pretest ratings ranged from a low of 18 (38 percent of highest possible rating) in two schools, to a high of 33 (69 percent of highest possible rating) at another. Mean posttest ratings ranged from a low of 24 (50 percent of highest possible rating) to a high of 44 (92 percent

TABLE 1
[a]
Students' Mean Ratings on a Program-Developed Skill Performance Checklist, by School Media Resource Center, 1984-85

		Pretest		Posttest		
School	N	Raw Score	%Score	Raw Score	%Score	%Gain
PS 135	23	25	52%	30	63%	11%
PS 219	24	18	38	25	52	14
PS 233	22	19	40	24	50	10
PS 272	20	20	42	25	52	10
PS 276	21	25	52	33	69	17
PS 279	25	18	38	32	67	29
PS 115	20	33	69	44	92	23
PS 208	24	26	54	31	65	11
PS 268	21	24	50	41	85	35
TOTAL	200	23	48	32	66	18

[a] Perfect Raw Score = 48.

- Students at all schools achieved gains at posttest.

of highest possible rating). The highest pre- and posttest ratings were both recorded at the same school, P.S. 115.

CONCLUSIONS AND RECOMMENDATIONS

Overall, student performance improved by 18 percent from pre- to posttest, indicating that the program's objective was met. Yet, measuring its impact remains problematic because of the lack of a stated norm to measure student growth. In addition, the marked difference in school outcomes, indicates a variation among raters and/or students' abilities.

Based on the evaluation, the following recommendations are made:

- Efforts should be made to ammend the program's objective with the specification that 80 percent of the students should demonstrate a growth of at least ten percent from pre- to posttest.
- The project coordinator should consider working with home school staff to ensure uniform assessment procedures in the evaluation of student writing samples. In addition, student growth should be assessed by grade rather than by school.

CITYWIDE UMBRELLA BUREAU
MEDIA RESOURCE CENTER

Program Developed Skill Performance Checklist

STUDENT'S NAME: _____

GRADE: _____

SCHOOL: _____

Directions: Please have the classroom teacher complete one of these forms for each child. Each child's ability should be rated in terms of how it compares to typical performance of children in his/her grade.

Pretest Date _____

Score Each Item 4, 3, 2, 1, or 0	4 Exc.	3 Good	2 Fair	1 Poor	0 Unsat.
Writing Skills Rate Child's ability to: 1. Write creatively.					
2. Develop ideas logically and sequentially.					
3. Write sentences that contain a subject and a predicate.					
4. Write different types of sentences: statements, questions, commands, and exclamations.					
5. Write sentences punctuated by an initial capital letter and a final period, question mark, or exclamation point.					
6. Write a topic sentence.					
7. Write paragraphs linking sentences and related ideas.					
8. Write a paragraph placing ideas in sequential order.					
9. Write complex sentences containing a main clause and one or more clauses with subordinate ideas.					
10. Proofread and revise written work.					
11. Write clearly in cursive form.					
12. Write simple outlines consisting of a list of items in logical order.					

Perfect raw score = 48

Total Score _____

#5001-48-53434

PROMOTING EXPERIENCES IN READINESS TRAINING (PERT) 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: C. Raseh Nagi

Prepared by:
Office of Educational Assessment
New York Public Schools

PROGRAM DESCRIPTION

The Promoting Experiences in Readiness Training (PERT) Project is a remedial program designed to help first-grade students, whc have learning disabilities, improve their reading skills. Using a preventive approach, the program seeks to intervene and remediate pupils' reading difficulties before they manifest into more serious educational problems. In 1984-85, PERT served 51 students at P.S. 139, Community School District (C.S.D.) 22.

PROGRAM OBJECTIVE

The objective of the program anticipated that 80 percent of the students would achieve a higher score on the posttest than on the pretest of the Metropolitan Achievement Test, 1978, Primer Level, Form JI. The test was administered in October, 1984 and in May, 1985.

POPULATION SERVED

Project participants were selected on the basis of their test outcomes on the Search Screening Test, which was

administered to them while they were in kindergarten. Students with scores ranging from zero to five were given priority in placement.

PROGRAM ORGANIZATION AND FUNDING

Project staff consisted of two educational assistants. Each one of them worked at each one of the schools under the supervision of a C.S.D. 22 teacher-trainer. The New York State Legislature contributed $30 thousand to the program.

Instructional activities included individualized and small-group training in perceptual, motor, language and comprehension skills. Students received 40 minutes of remedial instruction a day, three to five days a week, for 40 weeks.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of student performance on the Reading Comprehension Subtest of the Metropolitan Achievement Test. The U.S. Department of Education Model A was used to determine the project's impact on student achievement. Pretest and posttest raw scores were converted to normal curve equivalent (N.C.E.)* scores. Mean gains were computed for students with both pretest and posttest scores. In Model A, it

* N.C.E. scores are similar to percentile ranks but, unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithmetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

is assumed that without special instruction, students will score at the same N.C.E. at posttest as they do at pretest.

FINDINGS

Test outcomes were submitted for 51 first-grade students. Table 1 shows these outcomes. Overall mean pretest score was 21 N.C.E.s; mean posttest score was 37 N.C.E.s, showing a gain of 16 N.C.E.s. The data also indicate that about 69 percent of the students made achievement gains.

CONCLUSIONS AND RECOMMENDATIONS

The Office of Educational Assessment evaluated the impact of the project on student growth. N.C.E. test outcomes were submitted for 51 pupils. These data indicate that the project was successful as students achieved an impressive overall gain of 16 N.C.E.s. Even though the program did not meet its second objective, that 80 percent of the participants would improve their performance on the posttest, the fact that over two-thirds of the students did so, indicates that the program had a significant impact on student performance.

Based on the evaluation findings, the following recommendations are made for program improvement:

- Given the success of the project on student performance, efforts should be made to provide further remedial instruction to participants. A second year of participation in the program might contribute to bring students up to grade level performance.
- The program objective should specify a mean quantitative gain from pretest to posttest of at least ten N.C.E.s.

TABLE 1

Students' Mean N.C.E. Scores on the Reading Comprehension Subtest, Metropolitan Achievement Test
Promoting Experiences in Readiness Training Project, 1984-85,

	N	Mean N.C.E. Score	Gain
Pretest	51	21	16
Posttest		37	

- Overall mean gain was 16 N.C.E.s.

#5001-48-53439

RIVERDALE PREPARATORY ACADEMY, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Ralph Di Fiore

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Riverdale Preparatory Academy operates as a mini-school for junior school pupils in Community School District 10. Students in grades eight and nine, who are of average or above average ability but who perform below their expected levels of achievement, are selected for the project. At the mini-school, they receive a full academic program focusing on an intensive review of basic skills and special enrichment activities, and return to the main school only for subjects such as physical education and industrial arts.

In 1984-85, the project operated at two sites, Junior High School (J.H.S.) 45 and 14. At J.H.S. 45, 69 eighth-graders participated in the project; at J.H.S. 141, a total of 141 ninth-graders participated. Students were selected by their schools on the basis of two criteria: evidence of average or above average ability, and below grade level reading scores on the city-wide reading test given in April, 1984. Pupils who scored well on tests but performed poorly in school were also eligible.

The objective for 1984-85 was originally for participants to improve their attendance and subject area grades as assessed by an examination of the relevant school records. It was later changed to improvement in reading ability as measured by students' scores on the annual city-wide test of reading achievement. Project activities included basic-skill instruction with an emphasis on the classics of literature, special writing projects, involvement in dramatic presentations, and attendance at cultural events.

The project was staffed by members of the participating junior high schools. The principal of each school was responsible for the overall implementation of the program, and a teacher-in-charge was assigned to coordinate and supervise the mini-school activities. Funding of $24 thousand from the New York State Legislature was used for instructional supplies and enrichment activities.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of students' scores on the Total Reading subtest of the California Achievement Test (CAT). Participants' scores on the test given in April, 1984, before project participation, were compared with their scores in April, 1985. The United States Department of Education Evaluation Model A was used to determine project impact. Raw

scores were converted to normal curve equivalent (N.C.E.s)* scores, which express student performance relative to a national norm. Mean N.C.E. gains are interpreted as a measure of the project's impact on student achievement.

FINDINGS

Pre- and posttest scores were reported for 210 pupils (see Table 1). Eighth-graders at J.H.S. 45 made mean pretest scores of 43 N.C.E.s and mean posttest scores of 42 N.C.E.s, for a slight decrease in performance on the CAT. Ninth-graders at J.H.S. 141, on the other hand, went from a mean of 55 N.C.E.s at pretest to a mean of 56 N.C.E.s at posttest, a slight increase. On the whole, then, the Riverdale Preparatory Academy had little impact on the reading achievement scores of the participants.

Because the program had selected for participation both those students who had evidence of high ability but low test scores, and those who had high test scores but low grades, pretest scores of pupils varied greatly. For this reason, the impact of the program on students with the lowest pretest scores was analyzed separately (see Table 2). These findings showed that pupils at J.H.S. 45, who were reading below grade level at pretest, gained two N.C.E.s, from 39 to 41 N.C.E.s, in comparison

* N.C.E. scores are similar to percentile ranks but, unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithmetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

TABLE 1

Mean N.C.E. Gains on the California Achievement Test,
by Grade
Riverdale Preparatory Academy, 1984-85

Grade	N	Mean N.C.E.		
		Pretest	Posttest	Gain
8	69	43	42	-1
9	141	55	56	+1
TOTAL	210	50	50	0

- On the whole, the Riverdale Preparatory Academy had no effect on students' reading scores.
- Eighth-graders showed a slight loss and ninth-graders a slight gain in mean N.C.E. scores.

TABLE 2

Mean N.C.E. Gains of Lower-Achieving Students[a], by Grade
Riverdale Preparatory Academy, 1984-85

Grade	N	Mean N.C.E. Pretest	Mean N.C.E. Posttest	Gain
8	38	39	41	+2
9	33	41	44	+3
TOTAL	71	40	42	+2

[a] Pretest score <47 N.C.E.s.

- Eighth and ninth graders made mean gains of two to three N.C.E.s.
- On the whole, lower-achieving students gained two N.C.E.s from pretest to posttest.

with the total group who showed a small loss. At J.H.S. 141, the students who were below grade level at pretest, averaging 41 N.C.E.s, made a gain of three N.C.E.s. Thus the program had a greater impact on students coming into the program with lower test scores.

CONCLUSIONS AND RECOMMENDATIONS

Although the Riverdale Preparatory Academy had little success in improving participants' reading achievement scores its impact did seem to vary according to students' standing at pretest. Many pupils scoring high at pretest had little room for improvement. Students scoring below grade level at pretest made greater than average gains.

Since there are two criteria for selection into the program, high ability and low test scores or high test scores and low grades, it may be the case that these two groups of students have different instructional needs. Pupils with high test scores but low grades may not need the emphasis on basic skills that the program provides. On the other hand, pupils with low test scores may find this approach effective. For these reasons, it is recommended that the project staff review the criteria for selection and determine whether they are selecting students most in need of the program. In addition, project staff should reconsider using improvement in grades as the measure of program success, especially if they continue to select pupils with high

test scores but low grades for participation. Lastly, future objectives should include a quantifiable measure of student improvement.

#5001-48-53445

WRITING IMPROVEMENT THROUGH PHOTOGRAPHY, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Jerome Weinstein

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Writing Improvement Through Photography Program is designed to improve student expository writing ability through the use of photography as a motivational and instructional tool. The project was developed to remedy an observed decline in the ability of students to express themselves in writing. In 1984-85, 100 students, in grades four through six, at P.S. 156, Community School District 23, participated in the program.

PROGRAM OBJECTIVE

The program objective specified that at least 75 percent of the participants would demonstrate an improvement in their expository writing ability at the end of the project. Pupils' writing samples were used to assess student growth.

POPULATION SERVED

The program serves students in grades three through six at P.S. 156. All children enrolled in these classes were invited to participate in the program. Most participants were selected among those who were below grade level in reading and who also showed an interest in photography.

PROGRAM ORGANIZATION AND FUNDING

The project staff consisted of two teachers. The New York State Legislature contributed $13 thousand to cover salary expenses and to purchase supplies for project activities.

Instructional activities were provided after regular school hours in two-hour sessions, three days a week, between September and May. These activities included photo-taking, film developing, and print making. Photographs, taken by students, were used as class subject matter in order to motivate students to develop writing skills.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of student performance on a holistically-scored writing assessment instrument prepared by the Division of Curriculum and Instruction of the New York City Board of Education (see Appendix A). Scores determined by ratings on a five-point scale with four assigned to a superior paper, three to a satisfactory or adequate paper, two to a weak paper, one to a poor paper and zero to a blank paper or paper off the topic. Gains were calculated based on raw scores, and correlated *t*-tests were computed to determine statistical significance.

FINDINGS

Pre- and posttest scores were submitted for 103 students in grades four, five, and six (see Table 1). Participants in all three grades achieved statistically significant gains from pre-

TABLE 1

[a]
Students' Mean Holistic Scores on a Writing Assessment Test, Writing Improvement Through Photography, 1984-85

		Pre-Program		Post-Program		
Grade	N	Mean	S.D.	Mean	S.D.	Gain[b]
4	37	1.4	1.1	2.4	1.0	1.0
5	33	1.8	1.1	2.5	1.1	.8
6	33	1.7	1.2	2.6	1.1	.9
TOTAL	103	1.6	1.1	2.5	1.1	.9

[a] Scores were determined by ratings on a four-point scale with four assigned to a superior paper, three to a satisfactory or adequate paper, two to a weak paper, one to a poor paper, and zero to a blank paper and papers off the topic.

[b] All gains were statistically significant at $P<.001$.

- Students on all three grades made significant posttest gains of at least .8 score points.

to posttesting. Overall pretest mean score was 1.6; posttest mean score was 2.5, and overall gain was .9. Fourth-grade students had a mean pre-program rating of 1.4 and a post-program rating of 2.4, for a gain of 1.0. Fifth-grade students had a mean pre-program rating of 1.8 and a post-program rating of 2.5, for a gain of .8. Six-grade pupils had a mean pre-program rating of 1.7 and a post-program rating of 2.6, for a gain of .9. Table 2 shows that about 90 percent of the students were judged to have improved their writing ability at posttest.

CONCLUSIONS AND RECOMMENDATIONS

Pre- and post-program student writing samples indicate that the project was successful and that it had a significant impact on students' writing ability. Participants in all three grades achieved statistically significant gains from pre- to post-testing. However, the program objective did not establish a specific achievement gain between pre- and posttest students are expected to achieve.

On the basis of the evaluation findings, the following recommendation is made:

- The program objective should state that participants will improve their writing ability by achieving a statistically significant gain of at least one point.

TABLE 2

Student Improvement in Writing Ability at Posttest, by Grade
Writing Improvement Through Photography, 1984-85

Grade	N	Gain		No Gain	
		n	%	n	%
4	37	35	94.5	2	5.4
5	33	29	87.9	4	12.1
6	33	29	87.9	4	12.1
TOTAL	103	93	90.1	10	9.9

- About 90 percent of the students showed a gain on the posttest.

P. S. 156, Brooklyn

Jerome Weinstein, Assistant Principal

CRITERIA FOR RATING STUDENT RESPONSES
WRITING IMPROVEMENT THROUGH PHOTOGRAPHY

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Develops the assigned topic in an interesting and imaginative way	Develops the assigned topic in an acceptable but unimaginative way	Attempts to develop the assigned topic but includes digressions	Minimally addresses the assigned topic
Demonstrates a logical plan of organization and coherence in the development of ideas	Has a plan of organization and a satisfactory development of ideas	Demonstrates weakness in organization and the development of ideas	Shows lack of organization and development of ideas
Uses support material that is relevant and appropriate for the purpose and audience	Uses adequate support material	Uses little support material	Uses no support material or uses irrelevant material
Shows skillful use of sentence variety	Uses some sentence variety	Demonstrates sentence sense but has little sentence variety	Demonstrates a lack of sentence sense
Uses specific, vivid language	Uses appropriate language	Uses trite and/or imprecise language	Uses immature and/or inappropriate language
Makes few or no mechanical errors	Makes mechanical errors which do not interfere with communication	Makes mechanical errors which interfere with communication	Makes mechanical errors which seriously interfere with communication

Zero Paper

Is totally unrelated to the topic;
or
Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response;
or
Is incoherent; i.e., words are legible but syntax is so garbled that the response makes no sense;
or
Is a blank paper.

P. S. 156, Brooklyn

Elizabeth Samuel, Principal
Jerome Weinstein, Assistant Principal

Method for Using Third Rating To Resolve Discrepant Scores

FOR WRITING IMPROVEMENT FOR PHOTOGRAPHY

Steps:

a. Compare the three ratings.
b. If two of the three scores agree, drop the discrepant score.
c. If two of the scores are contiguous, drop the most discrepant score.
d. If the third rating is the middle score, double the third rating and drop the two divergent scores.

EXAMPLES:

Rater 1	Rater 2	Rater 3	Resolved scores for response	Reason
1	3	If 1, then	1/1	Agreement (2 of the 3 scores agree, discrepant score dropped)
		If 2, then	2/2	Middle score. Scores between divergent scores doubled, divergent scores dropped)
		If 3, then	3/3	Agreement (2 of the 3 scores agree, discrepant score dropped)
		If 4, then	3/4	Contiguous (2 nearest scores used, most discrepant score dropped)
1	4	If 1, then	1/1	Agreement
		If 2, then	1/2	Contiguous scores
		If 3, then	3/4	Contiguous scores
		If 4, then	4/4	Agreement
2	4	If 1, then	1/2	Contiguous scores
		If 2, then	2/2	Agreement
		If 3, then	3/3	Middle score doubled
		If 4, then	4/4	Agreement